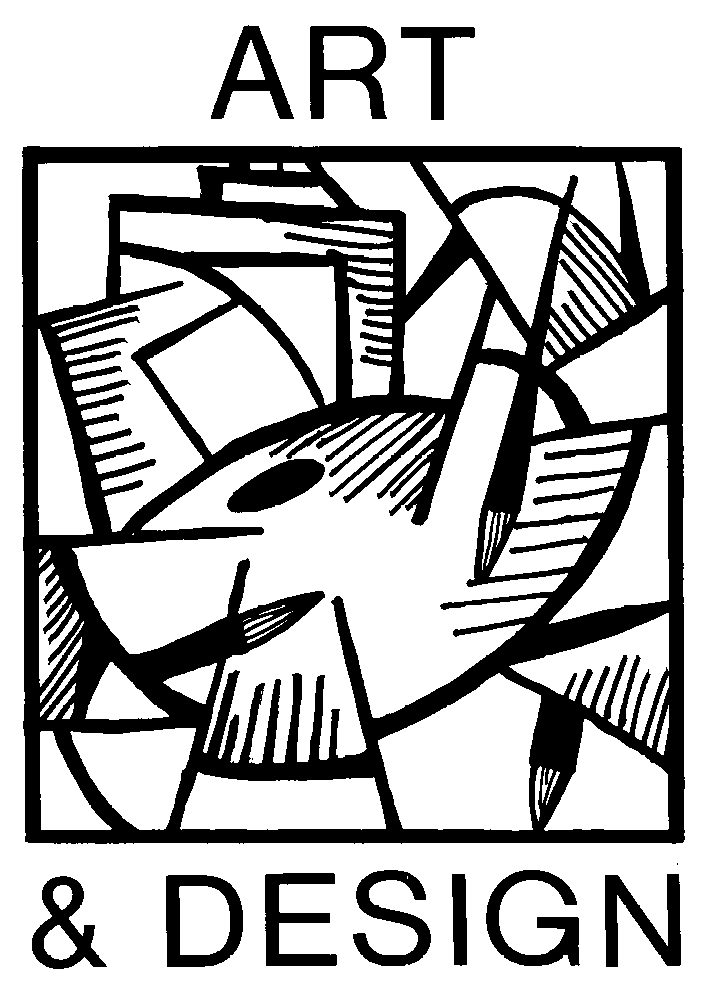
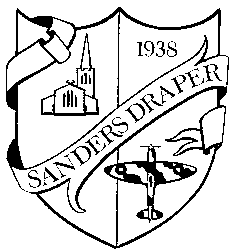
**GCSE Art & Design 2009+**

**Assessment & Target-Setting**

**COURSEWORK 60% EXTERNALLY SET ASSIGNMENT 40%**

Student Name: ………………………… Class: ……… Teacher Name: ……………………………… Date: …………………

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| **Assessment Objective 1** | **Limited U/G/F**  (1-4 marks) | **Basic F/E**  (5-8 marks) | **Competent D/C**  (9-12 marks) | **Confident B**  (13-16 marks) | **Fluent A/A\***  (17-20 marks) | **Marks** |
| **Develop** their ideas  through  investigations  informed by  contextual and  other sources,  demonstrating  analytical and cultural  understanding | Ideas from a given starting point are partly developed with attempts at finding out about the work of others. | Straightforward ideas are thought out from a few starting points, informed by some critical understanding of the work of others. | The student’s own ideas provide a starting point and are developed using sufficient skill, based on satisfactory research. Analysis of own and others’ work shows a degree of critical understanding. | A diverse range of ideas is explored with exciting and imaginative developments. Personal, refined judgment conveys understanding of more complex issues. | Imaginative ideas are supported by perceptive, sustained investigations.  Independent, sensitive insights are supported by skilful use of critical understanding. |  |
| **Exploring the potential of the project theme**  TARGET/S FOR IMPROVEMENT: | | | | | |  |
| **Independent research into the work of others**  TARGET/S FOR IMPROVEMENT: | | | | | |  |
| **Gallery/field trips/visits from guest artists used to develop analytical understanding of the work of others**  TARGET/S FOR IMPROVEMENT: | | | | | |  |
| **Relevant analysis of the historical and cultural background behind the work of others**  TARGET/S FOR IMPROVEMENT: | | | | | |  |

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| **Assessment Objective 2** | **Limited U/G/F**  (1-4 marks) | **Basic F/E**  (5-8 marks) | **Competent D/C**  (9-12 marks) | **Confident B**  (13-16 marks) | **Fluent A/A\***  (17-20 marks) | **Marks** |
| **Refine** their  ideas through  experimenting and  selecting appropriate  resources, media,  materials, techniques  and processes | Very little trying out of resources and/or processes for expressing ideas. Limited and cautious experimentation with ideas and materials. | Basic experimentation with ideas and materials. Ideas show some development through more appropriate use of resources and processes. | Appropriate, sometimes predictable, selection and experimentation with a broadening range of materials and processes. | Effective, logical selection, experimentation and exploration of the potential and limitations of processes and resources. | Insightful and in-depth consideration of the full potential of materials, techniques and processes selected. Creative and imaginative developments achieved. |  |
| **Generating and developing ideas**  TARGET/S FOR IMPROVEMENT: | | | | | |  |
| **Exploring selected materials and experimenting with relevant media and methods**  TARGET/S FOR IMPROVEMENT: | | | | | |  |
| **Choosing ideas for further development**  TARGET/S FOR IMPROVEMENT: | | | | | |  |
| **Producing a range of rough trials, test pieces, thumbnails, swatches, storyboards etc**  TARGET/S FOR IMPROVEMENT: | | | | | |  |
| **On-going critical analysis of progress recorded with notes and refinement of work.**  TARGET/S FOR IMPROVEMENT: | | | | | |  |

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| **Assessment Objective 3** | **Limited U/G/F**  (1-4 marks) | **Basic F/E**  (5-8 marks) | **Competent D/C**  (9-12 marks) | **Confident B**  (13-16 marks) | **Fluent A/A\***  (17-20 marks) | **Marks** |
| **Record** ideas,  observations and  insights relevant to their intentions in visual and/or other forms | Inconsistent use of visual research and writing with very little use of first hand materials. Recording shows limited connection to intentions. | Some focus and relevance to intentions with adequate use of visual research and writing. Basic recording of ideas, observations and use of any specialist terms. | Relevant selection from visual research. Recording from sources showing growing technical skills, including use of specialist terms to support and communicate the intention in their ideas. | Selecting and recording from sources is purposeful, relevant and clear. Confident use of visual/other forms, consistent command of skills, techniques. Specialist terms are expressed accurately. | Perceptive grasp of ideas and issues recorded, evidenced through sustained, comprehensive and creative use of visual/other forms. Specialist terms are used appropriately and are expressed with a high level of accurately. |  |
| **Exploring relevant primary sources – objects, people and places**  TARGET/S FOR IMPROVEMENT: | | | | | |  |
| **Exploring relevant secondary sources – pictures of objects, people and places**  TARGET/S FOR IMPROVEMENT: | | | | | |  |
| **Use of different skills and materials to record visual information**  TARGET/S FOR IMPROVEMENT: | | | | | |  |
| **Developing own style and use of materials**  TARGET/S FOR IMPROVEMENT: | | | | | |  |
| **Developing and communicating a personal understanding of theme**  TARGET/S FOR IMPROVEMENT: | | | | | |  |
| **Assessment Objective 4** | **Limited U/G/F**  (1-4 marks) | **Basic F/E**  (5-8 marks) | **Competent D/C**  (9-12 marks) | **Confident B**  (13-16 marks) | **Fluent A/A\***  (17-20 marks) | **Marks** |
| **Present** a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements. | Presentation of evidence shows little connection to sources, with partial completion of intentions through a personal response. | Deliberate and organized responses lead to sufficient realisation of intentions, the personal response showing shallow connections with ideas and sources. | Work presented shows emerging individual qualities and intentions are appropriately realised. Personal responses show connections between research and background studies. | Produces skilful, personal outcomes showing consistent application, knowledge and understanding. Effective and varied connections are made in realising intentions in a reasoned outcome. | Intentions are fully realised through personal outcomes, demonstrating original, imaginative, inventive and exciting qualities, with highly appropriate connections between all the elements of the portfolio. |  |
| **Presenting a final personal outcome for your theme in 10 hours under examination conditions**  TARGET/S FOR IMPROVEMENT: | | | | | |  |
| **Presenting a portfolio that fully supports the final personal outcome for your theme**  TARGET/S FOR IMPROVEMENT: | | | | | |  |

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| **Course Elements** | **Grades** | **U** | **G** | **F** | **E** | **D** | **C** | **B** | **A** | **A\*** |
| Marks out of  80 | 0-15 | 16-23 | 24-31 | 32-39 | 40-47 | 48-55 | 56-63 | 64-71 | 72-80 |
| Coursework (60% of total grade) |  |  |  |  |  |  |  |  |  |
| Externally Set Assignment (40% of total grade) |  |  |  |  |  |  |  |  |  |